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ABSTRACT

The study sought to identify competencies required for effective functioning of various guidance personnel and to validate those identified competencies. A pilot study led to the development of the final survey instrument which listed 318 guidance-related competencies. The following respondents rated each competency in terms of its importance to success in his particular position: 50 percent of all elementary, secondary, and special education counselors in Texas public schools; all vocational counselors, occupational exploration teachers, and occupational investigation teachers in Texas public schools; and smaller samples of community college counselors and counselor educators. Analysis of the results indicated support for almost all of the competencies by the "core" counselor groups (secondary, elementary, special education, and vocational). Further analysis produced lists (included in the report) of competencies unique to each of these counselor groups. Utilization of a hierarchical analysis and elimination process established a list (also included in the report) of 157 competencies common to all guidance personnel and related to: staff consulting, pupil appraisal, public relations, educational and occupational planning, guidance program planning, placement, parent help, counseling, local research, referral work, and personal qualities. A graphic representation of the respondent groups' ratings of each competency is presented. (Author/MS)

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THE IDENTIFICATION AND VALIDATION OF COMPETENCIES REQUISITE TO EFFECTIVE FUNCTIONING OF SECONDARY COUNSELORS, VOCATIONAL COUNSELORS, ELEMENTARY COUNSELORS, SPECIAL EDUCATION COUNSELORS, AND OTHER GUIDANCE PERSONNEL

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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The Project Report
Submitted To

The Division of Occupational Research
and Development, Department of
Occupational and Technical Education
Texas Education Agency

By

BEST COPY AVAILABLE

Dr. Frank Jackson, Project Director
Education Service Center
Region 10

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ABSTRACT

This study sought to identify those competencies requisite to effective functioning of a variety of guidance personnel and to validate those identified competencies by submitting them to practicing guidance personnel for their study and evaluation.

An initial series of seminars in widely separated geographic areas of the state produced an initial roster of competencies which were viewed as appropriate by at least one seminar group. From this roster a survey instrument was developed and piloted on the entire original seminar population. Results of this pilot study led to the development of a final survey instrument which listed 318 separate guidance-related competencies.

This final instrument was then submitted to a population consisting of 50 percent of all elementary counselors in Texas public schools, 50 percent of all secondary counselors in Texas public schools, 50 percent of all special education counselors in Texas public schools, all vocational counselors in Texas public schools, all occupational investigation teachers in Texas public schools, all occupational exploration teachers in Texas public schools, and smaller samples of community college counselors and counselor educators. Each survey respondent was directed to rate each competency in terms of its importance to success in his particular position.

Analysis of the results of this survey indicates support for almost all of the competencies by the CORE counselor groups. (Secondary, elementary, special education, and vocational.) Further analysis indicated certain competencies unique to particular guidance positions, and certain competencies were found to be common to all guidance personnel.

By utilization of an hierarchical analysis and elimination process a list of 157 common counselor competencies essential to successful functioning was established.

PART I

PLANNING AND MANAGEMENT CONSIDERATIONS

PLANNING AND MANAGEMENT CONSIDERATIONS

The major thrust of this project was to identify and validate competencies associated with a number of guidance positions. Those investigated included the positions of:

1. Elementary Counselor
2. Secondary Counselor
3. Special Education Counselor
4. Job Placement Coordinator
5. Occupational Investigation Teacher
6. Occupational Exploration Teacher
7. Vocational Counselor
8. Community College Counselor
9. Counselor Educator
10. Guidance Coordinator

An additional thrust was to identify competencies which are common to all public school counseling positions as well as to identify those competencies which are unique to the specific positions investigated.

The project spanned 16 months beginning March 1, 1973 and continuing through June 30, 1974. The six phases of the project included: organization and task analysis input, instrument development and pilot study, analysis of pilot study and redesign of instrumentation, collection of data, analysis and interpretation of data, development of final report.

Phase I - (March 1, 1973-May 30, 1973)

The project staff included a director, two curriculum writers, and two clerical personnel. A project advisory council was created consisting of:

One representative from the Guidance Division of the Texas Education Agency,

One representative from the Occupational Technology and Research Division of the Texas Education Agency,

One public school superintendent,

One guidance coordinator,

Two counselor educators,

One vocational counselor,

One representative from the Texas Personnel and Guidance Association

One ex-officio member representing the Education Service Center, Region 10 Guidance Department

The advisory council assisted in direction and modification of the project; including: instrument development, goal clarification, and fiscal considerations.

The task analysis input phase consisted of a series of 6 seminars held at various geographic locations within the state. Participants included:

Vocational Directors
Guidance Directors
Counselor Educators
Texas Rehabilitation Representative
Vocational Counselors
Special Education Counselors
Elementary Counselors
Secondary Counselors
Career Counselors
Homemaking Teachers
Industrial Cooperative Training Teachers
Distributive Education Teachers
Vocational Teachers
Agriculture Teachers
Academic Teachers
Texas Employment Commission Representatives
Business and Industry Representatives
School Administrators
High School Students
Junior College Students
Education Service Center Personnel
Texas Education Agency Representatives
Adult Basic Education Directors

The format was loosely structured brain-storming attempting to generate a mass of statements describing guidance functions.

Phase II - (June 1, 1973 - August 30, 1973)

A pilot instrument was developed by analysis, integration, and synthesis of the mass of guidance function statements generated in the Task Analysis Input phase. This pilot instrument was then field tested using the original seminar participants as the subject population.

Phase III - (September 1, 1973 - November 30, 1973)

Results of the pilot study were analyzed and the survey instrument was redesigned. A multiple-matrix sampling approach was decided upon and resulting instrument design changes ensued.

Phase IV - (December 1, 1973 - April 30, 1974)

Data collection included surveying 100 percent of public school vocational counselors, 50 percent public school elementary counselors, 50 percent of public school secondary counselors, 50 percent of public school special education counselors, 100 percent of occupational exploration teachers, 100 percent of occupational investigation teachers, and representative samples of counselor educators, job placement directors, and guidance directors. Three follow-up surveys were made to obtain sufficient response for analysis of data.

Phase V - (May 1, 1974 - May 30, 1974)

Data was keypunched and electronically processed. Five groups surveyed responded in sufficient numbers to assure validity of analysis. Four groups failed to respond despite follow-ups and analysis of those groups' data was not attempted.

Phase VI - (June 1- June 30, 1974)

A final report was developed to assure most effective dissemination of project findings.

PART II

STATEMENT OF THE PROBLEM

STATEMENT OF THE PROBLEM

Dr. J. W. Edgar, Commissioner of Education, in a paper submitted to and eventually adopted by the State Board of Education, set forth certain guiding principales regarding the preparation and certification of school counselors. Two of these seven principles clearly delineate a problem which now faces all counselor training institutions in Texas:

1. "This certificate shall be based on demonstrated performance competencies of the holder to function adequately and equally in all areas of the public school program without additional preparation or experience in any one area."
2. "A common purpose among all areas of public school education is the recognition that every student--exceptional, drop-out, terminal, or college bound--must become an economically productive citizen. The one professional area that can bring into focus all the individual efforts of each educational specialty to reach this common purpose is counseling. Thus counseling should not be specialized toward any one special area but should operate separately and equally among all educational areas. To meet this common purpose, all counselors must be specifically occupationally and career oriented.

As a prerequisite to certification, every counselor must demonstrate a proficiency and a commitment to guide the development in every student with the understanding of the world of work, and additionally with either a salable skill for immediate employment or a realistic career plan."[1] Faced with this double-barreled mandate from the state education agency to (1) produce competency-based counselor training programs and (2) to insure that those programs give proper emphasis to the preparation of the counselor for his key role in career education, the colleges and universities in the state are attempting to fulfill this responsibility by converting existing programs to a competency base. Obviously this is a makeshift solution and lacks the research base which an endeavor of this magnitude and significance demands. The problem persists--how to identify those counselor competencies requisite to successful functioning in all areas of guidance and how to develop and test an instructional program which will produce these necessary competencies.

Research in the area of counselor competencies is limited. The Andrews Independent School District in conjunction with the Guidance Services Department of the Texas Education Agency has done some ground-breaking work in an attempt to put its guidance program on a competency base.[2] Although their work is commendable and their objectives unquestionably good, the finished product has a major limitation in that it does not lend itself to easy objective measurement and consequently fails one of the tests of accountability.

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[1] J. W. Edgar, Proposed Guiding Principles to Govern Certification and Assignment of of Counselors, Letter to State Board of Education, January 4, 1971.

The Texas Personnel and Guidance Association has produced a report of a task force assigned to report on counselor preparation.[3] This study identifies competencies in many guidance service areas and has had perhaps the greatest influence on developing programs. It is felt, however, that this study overemphasizes the counseling role and fails to give proper attention to such important guidance functions as vocational information services, placement services, and particularly those functions envisioned by Dr. Edgar when he said, "All counselors must be specifically occupationally and career oriented."

The Department of Counseling and Personnel Services of the University of Maryland has published a paper identifying counselor competencies based on a psycho-social behavioral model,[4] and the counselor education staff at North Texas State University has in press a monograph which also lists identified counselor competencies.[5]

[2] A Behaviorally Stated Competency Based Guidance Program, Curriculum Bulletin, Andrews Independent School District, Andrews, Texas, October, 1972.

[3] Guidelines, Texas Personnel and Guidance Association, Volume 21, November, 1972.

[4] Ibid., Page 2

[5] Ibid., Page 2

Other research, although not directly aimed at identifying counselor competencies, has contributed to both a recognition of the need for this study as well as an understanding of necessary parameters.

Hoeltzel[6] in his study of vocabional guidance programs had as a major finding that counselor's are dissatisfied with their present level of functioning and are seeking ways in which they may acquire those competencies which will make them more effective.

The need for identifying and validating specific competencies is particularly urgent when the functioning level of in-service counselors is examined. Britton and Thomas[7] have recommended particularly that the in-service needs of older, more experienced counselors not be overlooked. These same needs have been recognized by the Guidance Services Division of the Texas Education Agency as they have been holding a series of workshops aimed at upgrading the competencies of in-service counselors.

Of equal significance in recent research are the findings calling for increased competence in the area of career counseling. Barbush[8] cites a need for increased capability, both in numbers and competence, in placement counseling to meet the critical problems of sheet numbers, students with inadequate role concepts, and continuing "person-market" imbalances. A similar assessment of the critical nature of this need for increased competence in career counseling has been given by Rhodes[9] and by the High Priority Education Project[10] in Florida.

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[6] Hoeltzel, Kenneth E., "Evaluating Short-Term Vocational Guidance Programs through Site Visits," Vocational Guidance Quarterly, Vol. 20, pp. 15-20, September, 1971.

[7] Britton, Jean O. and Thomas, Kenneth R., "Correlates of Counseling Effectiveness in Employment Interviewers," Journal of Employment Counseling, Vol. 8, pp. 91-95, June, 1971.

[8] Barbush, H. Edward, "Will 1980 Be Too Late?" Journal of College Placement, pp. 34-40, December, 1972.

Ganschow[11] further defined the nature and extent of the problem when her thorough review of the literature revealed that counselor education currently does not prepare counselors for the practical career guidance needed by the noncollege-bound student and further that practical career guidance services are not being provided.

All the above mentioned studies coupled with the findings of both Muthard[12] and Hyde[13] that the attitudes of counselors toward career counseling are favorable and that increased competence and capability would result in still more positive attitudes serve to firmly establish a need for a study based on the functions of active practicing guidance personnel.

[9] Rhodes, James A., "Vocational Education and Guidance: A System for the Seventies," Charles E. Merrill Publishing Company, Columbus, Ohio, 1970.

[10] *High Priority Education Project--A Report on the Activities and Accomplishments of the High Priority Education Project to the Florida Legislature*, April, 1971.

[11] Ganschow, Laurie H.: and others, "Practical Career Guidance Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature," Office of Education, June, 1973.

[12] Muthard, John E., and Salmone, Paul R., "The Roles and Functions of Rehabilitation Counselors," *Rehabilitation Counseling Bulletin*, Vol. 13, pp. 81-165, October, 1969.

[13] Hyde, Eldon Keith, "School Guidance Counselors' Perceptions of Post Secondary Vocational Counselor Personnel Competencies and Innovations in Vocational Counseling and Technical Education and Factors that Contribute to these Perceptions," University Microfilms, Ann Arbor, Michigan, 1968.

PART III

THE STUDY

THE STUDY

Competency lists have been established on one of three ways. These include (1) a review of the literature, (2) use of expert opinion, and (3) task analysis.

The first of these methods is perhaps most often used as it is a relatively inexpensive and accepted way of establishing basic competencies. It does, however, have limitations. First it is subject to the interpretation of the person or persons conducting the review, second, it must necessarily trail the "state of the art," and third, it fails to provide input from the actual practitioner.

The second approach is also often used in establishing competency lists. In fact many college and university competency-based programs have established their competency base this way by utilizing their teaching faculty as the source of expert opinion. Although some effort has been made (through use of the Delphi Technique, etc.) to objectify data so obtained, this method, too, suffers the limitation of subjectivity and again the input of the practitioner may be overlooked.

The third method, task analysis, was selected for this study. It was selected because (1) it provided for input of the practitioner, (2) it permitted viewing current practice, and (3) the data so obtained lent itself to objective analysis.

Task analysis began with a review of existing research on guidance competencies. This review culminated in a decision to hold a series of seminars across the state in which practitioner input would be solicited.

These seminars were held in Corpus Christi on April 30, 1973, Midland on May 4, 1973, Houston on May 14, 1973, Amarillo on May 15, 1973, San Antonio on May 17, 1973 and Richardson on May 21, 1973. The format included a brief total group meeting in which the objectives of the study, the nature of competency-based instruction, and the process of the study were explained. Following this the group of participants (approximately 30) were divided into three small groups for input.

In each small group a trained group leader elicited as many statements of guidance functions (what a counselor ought to do or be able to do) as the group could produce. The group basically was a brain-storming group with the slight modification of loose structure provided by the classification of guidance functions developed by the American School Counselors Association.[14]

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[14] "Implementation of the ASCA Statement of Policy for School Counselors," Personnel and Guidance Journal, Vol. XLII, No. 2 (October 1963), pp. 198-203.

Upon completion of the six seminars the project staff prepared a large list of competencies derived from the statements elicited in the small group sessions. This entailed taking the product of 18 small groups and integrating and synthesizing until there was no duplication but all original ideas were represented.

From this large list of guidance function statements (some of which were stated as competencies and some of which were not) the staff developed a list of competencies which had an internal consistency in form and expression. This list constituted the base for development of a pilot survey instrument.

The pilot survey instrument consisted of 342 competency statements which the subject was requested to rate as to essentiality to effective functioning. The form was: "To be successful in my job a person should - - - - - - - - - -." Each statement was to be rated on a five point scale from strongly agree to strongly disagree.

This pilot survey instrument was administered to the original seminar participants as a test of its practicality and effectiveness. Results from this survey were then analyzed to produce the final survey instrument.

The final survey instrument consisted of a questionnaire similar to the pilot instrument but with some items deleted and some wording changed. This final instrument included 320 competency statements. The rating system remained the same.

A sample of 50 percent of practicing Texas secondary counselors, 50 percent of practicing Texas elementary counselors, 50 percent of practicing Texas special education counselors, 100 percent of Texas secondary vocational counselors, and 100 percent of Texas occupational investigation teachers were surveyed and asked to rate each competency in respect to its importance to effective functioning in their particular position.

Representative samples of other guidance personnel were also surveyed. These included job placement coordinators, occupational exploration teachers, community college counselors, counselor educators, and guidance coordinators. Inadequate initial lists of these groups coupled with insufficient return did not produce sufficient data for valid analysis, however,

Analysis of data obtained from secondary counselors, elementary counselors, special education counselors, vocational counselors, and occupational investigation teachers, included computation of mean and standard deviation item ratings for each group, mean and standard deviation item ratings for a group combining all counselor respondents, rank ordering of items by respondent classification, and identification of common and unique competencies by group. A graphic presentation of this analysis as well as a listing of the identified core and unique competencies is given in the following sections of this report.

PART IV

"CORE" COMPETENCIES

From Combined Analysis of Special Education,
Elementary, Secondary, and Vocational Counselors

GUIDANCE COMPETENCIES

STAFF CONSULTING

STAFF CONSULTING

1. Have the ability to effectively interpret test results to teachers.
2. Be able to help teachers implement appropriate aspects of the guidance program in the classroom.
3. Be able to communicate to teachers and administrators the limitations of the appraisal process.
4. Have the ability to effectively interpret test results to school administrators.
5. Be able to assist teachers in utilizing appraisal data for the improvement of instruction.
6. Be able to aid in developing a curriculum which will result in every student having a salable skill.
7. Be able to understand the role of each staff member and the problems inherent in that particular role.
8. Be able to demonstrate a knowledge of school curriculum from K through 12 and the ability to make changes relative to the needs of the students being served.

9. Have the ability to utilize
in the preparation of indiv
learning programs.
10. Be able to serve on and mak
to a "Plan A" team.
11. Be able to conduct in-servi
teachers on utilization of
12. Be able to provide practical
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9. Have the ability to utilize appraisal data in the preparation of individualized learning programs.

10. Be able to serve on and make a contribution to a "Plan A" team.

11. Be able to conduct in-service training for teachers on utilization of appraisal data.

12. Be able to provide practical instruction for teachers on human development and behavior modification techniques.

GUIDANCE COMPETENCIES

PUPIL APPRAISAL

PUPIL APPRAISAL

13. Be able to maintain sight of the human part of the student.
14. Have the ability to effectively interpret test results to parents.
15. Be able to recognize his own limits in the use of appraisal information.
16. Be able to recognize special needs of certain groups of exceptional children.
17. Have the knowledge of a variety of types of students.
18. Be able to select, administer, interpret, and evaluate standardized tests of academic achievement.
19. Be able to select, administer, interpret, and evaluate tests of academic aptitudes.
20. Have the ability to recognize patterns of growth and development as revealed by cumulative folder information.
21. Be able to evaluate the appropriateness of student behavior in a variety of situations.
22. Be able to select, administer, interpret, and evaluate a variety of vocational tests.
23. Know school law relating to t
of counselors to administer p
tests.
24. Have the ability to implement
program.
25. Be able to select, administer,
and evaluate the use of inter
instruments.
26. Be able to organize, implemen
the testing assessment system
program.
27. Be cognizant of all legal res
use of appraisal data.
28. Understand the need for compl
29. Be able to administer and inte
tests of mental ability.
30. Have the skills necessary to
of students' home environment.
31. Have a knowledge of the chara
exceptional children and the
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32. Be able to collect and synthes
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PUPIL APPRAISAL

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23. Know school law relating to the eligibility of counselors to administer psychological tests.

24. Have the ability to implement a testing program.

25. Be able to select, administer, interpret, and evaluate the use of interest assessment instruments.

26. Be able to organize, implement, and evaluate the testing assessment system of the guidance program.

27. Be cognizant of all legal restrictions regarding use of appraisal data.

28. Understand the need for complete appraisal.

29. Be able to administer and interpret individual tests of mental ability.

30. Have the skills necessary to obtain knowledge of students' home environment.

31. Have a knowledge of the characteristics of exceptional children and the terminology used in describing those characteristics.

32. Be able to collect and synthesize appraisal information from a student's teachers.

33. Be able to select, administer, interpret, and evaluate group standardized tests of mental ability.

34. Have a broad knowledge of the availability of a wide array of testing instruments.

35. Have knowledge of the kinds of appraisal information to maintain.

36. Be able to incorporate appraisal information in facilitating student adaptation to a changing society.

37. Be able to use appraisal data to group students needing particular counseling.

38. Be able to design an assessment program for determing student knowledge of the "world of work".

39. Be able to administer and interpret testing instruments appropriate to the measurement of psychomotor skills.

GUIDANCE COMPETENCIES

PUBLIC RELATIONS

PUBLIC RELATIONS

40. Be able to define the role of the counselor.

41. Be able to communicate and "sell" the guidance program to staff, students, community, parents and administration.

42. Be able to inform students, parents and the community of the range of guidance services available.

43. Be able to solicit and use support from all administrative levels, from the principal to the Texas Education Agency.

44. Be able to communicate effectively with every segment of the population which he serves.

45. Be able to recognize the need for positive public relations efforts.

46. Be able to recognize the effect on the guidance program of the counselor image projected to the community.

47. Be able to understand the school's mission and to relate that to the public in understandable and meaningful terms.

48. Be able to develop a plan for creating and maintaining a good public image.

49. Be able to consider historic, cultural and social factors of a community in building positive relationships.

50. Be able to communicate loc
school policies to parents

51. Be involved in the activit
community which he serves.

52. Be able to use students to
support the guidance progr
parental support.

53. Be able to employ effectiv

PUBLIC RELATIONS

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e relationships.

50. Be able to communicate local and state school policies to parents.

51. Be involved in the activities of the community which he serves.

52. Be able to use students to publicize and support the guidance program and to gain parental support.

53. Be able to employ effective writing techniques.

GUIDANCE COMPETENCIES

EDUCATIONAL AND OCCUPATIONAL PLANNING

EDUCATIONAL AND OCCUPATIONAL PLANNING

54. Know the vocational programs available to students.

55. Know individual school and state requirements for graduation.

56. Know the "world of work" concept and be able to describe it to students.

57. Have a genuine appreciation for all of the various kinds of work that people do.

58. Be able to help parents and students make wise decisions regarding the student's future.

59. Be able to assist students in evaluating their own needs and abilities as they relate to vocational choices.

60. Be able to apply his knowledge of human development and career development in ways which will consider the whole person in educational and occupational planning.

61. Be able to assist students in remaining flexible in their vocational planning.

62. Have a thorough understanding of the relationship between career planning and curriculum planning.

63. Be able to develop programs for exposing students to the "world of work".

64. Be able to teach students t
of career exploration.

65. Have a knowledge of the lif
skilled and unskilled worke

66. Have a good knowledge of fi
resources available to stud

67. Be able to utilize a knowle
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68. Be able to demonstrate a
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and development.

69. Be able to analyze the curr
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71. Know the administrative org
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72. Be able to supply the admin
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EDUCATIONAL AND OCCUPATIONAL PLANNING

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64. Be able to teach students the techniques of career exploration

65. Have a knowledge of the lifestyles of skilled and unskilled workers.

66. Have a good knowledge of financial aid resources available to students.

67. Be able to utilize a knowledge of career development theory in planning and developing a career education program.

68. Be able to demonstrate a knowledge of learning theory and the principles of human growth and development.

69. Be able to analyze the curriculum in its relationship to an individual student's needs.

70. Know the federal programs such as Manpower Development and National Youth Corps, available to young people.

71. Know the administrative organization and procedures of his school district, the school curriculum and laws regarding employment practices.

72. Be able to supply the administration with educational and occupational information necessary in planning a curriculum to meet the needs of the students.

73. Be able to assume a leadership role in planning integrated career education activities for the school instructional program.

74. Be able to develop a library of resources for career training.

75. Be able to gather and disseminate information regarding local and national trends in the job market.

76. Have a thorough knowledge of college entrance requirements.

77. Be able to plan, organize, implement, and evaluate career education programs that involve local employers.

78. Be able to plan and develop classroom activities designed to teach students the decision making process.

79. Be able to compile an information file on the specific requirements of a variety of colleges in specific areas of study.

GUIDANCE COMPETENCIES

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

80. Be able to plan and implement a sequential guidance program which is sensitive to the developmental needs of students.

81. Be able to utilize a team approach in the counseling program including students, parents, administrators, teachers, and counselors.

82. Be able to observe and evaluate other existing counseling programs and incorporate worthwhile approaches in the local program.

83. Be able to determine guidance priorities based on identified needs.

84. Be able to coordinate information concerning vocational programs available in different schools.

85. Know school laws pertinent to the ordinary performance of his responsibilities.

86. Have inter-personal, organizational, and administrative skills requisite to working with and coordinating the work of others.

87. Be able to establish guidelines for counseling methods and approaches in compliance with local administrative philosophy and attitudes.

88. Be able to design a systematic procedure for handling student appraisal information.

89. Be able to set up and imple
programs for students in pr
establishing value systems,
making techniques.

90. Be able to utilize research
behavioral and social scien

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93. Be able to appoint, organiz
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ent appraisal information.

89. Be able to set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques.

90. Be able to utilize research from the behavioral and social sciences.

91. Be able to design a system for the efficient retrieval of appraisal data.

92. Be able to implement a system for the efficient retrieval of appraisal data.

93. Be able to appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.

GUIDANCE COMPETENCIES

PLACEMENT

PLACEMENT

94. Be able to use his knowledge of student needs, faculty, staff, and parents to make appropriate placement of students.

95. Be knowledgeable of various vocational agencies.

96. Be able to convey to students those job candidate qualifications considered most important by employers.

97. Be able to establish working relationships with business and industry.

98. Be aware of specialized training opportunities for handicapped students.

99. Know the requirements of jobs available to students.

100. Be able to locate and recognize potential job placements for students.

101. Be able to follow-up all educational and occupational placement and to use the results in planning future placement activities.

102. Be able to acquaint prospective employers with the types of students available for employment.

103. Be able to establish a good working relationship with college admissions officers.

104. Develop an awareness and knowledge of the strengths and weaknesses of those colleges most often chosen by his students.

105. Be able to plan, organize, i
evaluate a program for aidin
learn job acquisition skills

106. Be able to establish an advi
from industry to assist him
placement responsibilities.

is knowledge of student needs,
and parents to make appropriate
dents.

of various vocational agencies.

to students those job candidate
onsidered most important by

lish working relationships with
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alized training opportunities
students.

ents of jobs available to

and recognize potential job
udents.

-up all educational and
ement and to use the results
e placement activities.

nt prospective employers with
ents available for employment.

ish a good working relationship
ssions officers.

ess and knowledge of the
knesses of those colleges
by his students.

105. Be able to plan, organize, implement and evaluate a program for aiding students to learn job acquisition skills.

106. Be able to establish an advisory committee from industry to assist him in his vocational placement responsibilities.

GUIDANCE COMPETENCIES

PARENT HELP

PARENT HELP

107. Be able to create a receptive climate toward parent consultation.

108. Know school policies regarding testing information that can be given to parents.

109. Be able to counsel with parents about students' interests and skills, and if necessary, to redirect tactfully parent goals.

110. Be able to demonstrate skill in communicating with parents about special educational programs.

111. Be able to obtain information from parents.

112. Be able to develop appropriate policies regarding the sharing of student test results with parents.

GUIDANCE COMPETENCIES

COUNSELING

COUNSELING

113. Be able to demonstrate skill in a variety of ways to establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.

114. Be able to establish a positive relationship between parents, teachers, and students.

115. Be able to counsel students in both academic and personal areas.

116. Know the ethical and legal ramifications of counseling parents and students.

117. Be able to apply a variety of counseling techniques including one-to-one and group techniques and a client centered, non-directive approach.

118. Be able to demonstrate effective communication skills including listening, verbal and non-verbal language and observation skills.

119. Be able to make decisions about the appropriateness of group or individual counseling in a variety of problem situations.

120. Be able to make an accurate self-evaluation of his competencies in counseling.

121. Be non-judgmental when faced with ideas differing from his own.

122. Be able to develop and imple
policy relative to the confi
information about students w
legal, ethical, and practica

123. Be able to demonstrate knowl
cultural and ethnic groups s
individual school.

124. Be able to provide leadershi
group dynamics.

125. Be able to identify emotiona
gical changes of students an

COUNSELING

strate skill in a variety of
h rapport with students
cognition of unspoken problems,
ning, neutrality, and the
an "open door" policy in
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ts and students.

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client centered, non-
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strate effective communica-
uding listening, verbal and
ge and observation skills.

decisions about the
of group or individual
variety of problem situations.

n accurate self-evaluation
ies in counseling.

when faced with ideas
s own.

122. Be able to develop and implement a school policy relative to the confidentiality of information about students which will be legal, ethical, and practical.

123. Be able to demonstrate knowledge of the cultural and ethnic groups served by his individual school.

124. Be able to provide leadership skills in group dynamics.

125. Be able to identify emotional and physiological changes of students and teachers.

GUIDANCE COMPETENCIES

LOCAL RESEARCH

126. Be able to evaluate the curriculum and to suggest such changes as instruction in necessary skills for securing employment.

127. Be able to secure information necessary for evaluating the placement function of guidance services.

128. Be able to write measurable objectives and establish an evaluation system for the guidance program.

129. Be able to plan and conduct a needs assessment.

130. Be able to design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students.

131. Be able to recognize, record, and preserve valuable data for longitudinal studies.

132. Be able to ascertain community opinion of the counseling program.

GUIDANCE COMPETENCIES

REFERRAL WORK

REFERRAL WORK

133. Be able to recognize emotional problems which require attention and referral to other sources.

134. Be able to determine as a result of his own self-evaluation when the referral of a specific child to another source is necessary.

135. Be familiar with local school policy and referral agency policies.

136. Be able to set up conferences with referral sources to improve communications and referral procedures.

137. Be able to determine potential resources within the community.

138. Be able to compile a list of referral sources for the information of students.

139. Be able to develop a current list of local, state, and national referral sources.

140. Be able to establish, evaluate, and modify any referral systems in operation within the local school system.

GUIDANCE COMPETENCIES

THE COUNSELOR AS A PERSON

COUNSELOR AS A PERSON

141. Be able to establish an aura of trust and confidentiality.

142. Have a positive self-concept.

143. Be dedicated to his profession.

144. Demonstrate an unqualified belief in each individual's potential for positive personal growth.

145. Be able to employ effective human relations skills.

146. Demonstrate a capacity for stable behavior even under very stressful conditions.

147. Be flexible in his dealings with students and fellow staff members.

148. Actively seek and explore new ideas.

149. Be open with students and fellow staff members.

150. Seek constructive criticism as a means to continued self growth.

151. Recognize with appropriate behavior his personal, educational, and situational limitations.

152. Be able to demonstrate his orientation toward positive work habits and attitudes.

153. Understand the importance
knowledge of student home

154. Have the ability to logic
resolve problem situation

155. Be able to objectively ev
feelings toward various j

156. Cognitively understand an
accept the inherent error
judicial behavior as gros
labelling, or stereotypin

157. Be able to identify a lis
to whom he may go for cou
guidance regarding his ow

ablish an aura of trust and
y.

e self-concept.

o his profession.

unqualified belief in each
otential for positive
h.

loy effective human relations

capacity for stable behavior
y stressful conditions.

his dealings with students
ff members.

and explore new ideas.

tudents and fellow staff

ive criticism as a means to
growth.

appropriate behavior his
ational, and situational

onstrate his orientation
e work habits and attitudes.

153. Understand the importance of "first-hand" knowledge of *student home environment*.

154. Have the ability to logically analyze and resolve problem situations.

155. Be able to objectively evaluate his own feelings toward various jobs.

156. Cognitively understand and affectively accept the inherent error of such prejudicial behavior as gross generalization, labelling, or stereotyping.

157. Be able to identify a list of professionals to whom he may go for counseling and guidance regarding his own personal problems.

PART V

UNIQUE COMPETENCIES

UNIQUE COMPETENCIES

ELEMENTARY COUNSELORS

ELEMENTARY COUNSELORS

1. Be non-judgemental when faced with ideas differing from his own.
2. Be able to help teachers acquire skills which will make the classroom a more guidance oriented place.
3. Be able to appreciate the personal image created by individual actions.
4. Be able to determine guidance priorities based on identified needs.
5. Be able to administer and interpret testing instruments appropriate to the measurement of psychomotor skills.
6. Be able to use appraisal data to enhance student self-awareness.
7. Be able to select, administer, interpret and evaluate standardized tests of academic achievement.
8. Have knowledge of the strengths and weaknesses of the most commonly used achievement tests.
9. Be able to administer and interpret standardized tests of academic achievement.
10. Be able to evaluate appraisal data and to select pertinent information for teachers.
11. Be able to set up conferences with referral sources to improve communications and referral procedures.
12. Be able to coordinate st the purpose of utilizing in helping students with
13. Be able to demonstrate a learning theory and the human growth and develop
14. Have a broad knowledge o testing instruments.
15. Be able to recognize the program of the counselor to the community.
16. Have the skills requisit and effective observatio in a variety of settings
17. Be able to communicate t istrators the limitation process.
18. Be able to utilize the r assessment.
19. Be able to demonstrate k to apply accepted theori
20. Be able to plan and deve designed to teach studen process.
21. Be able to develop a com the school as a provider school graduates.
22. Be able to administer an academic aptitude.

ELEMENTARY COUNSELORS

tal when faced with ideas
his own.

teachers acquire skills
the classroom a more
ed place.

eciate the personal image
vidual actions.

rmine guidance priorities
fied needs.

nister and interpret
ents appropriate to the
psychomotor skills.

appraisal data to enhance
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andardized tests of
ement.

of the strengths and
he most commonly used
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nister and interpret
sts of academic

uate appraisal data
ertinent information

up conferences with
s to improve communications
ocedures.

12. Be able to coordinate staff meetings for the purpose of utilizing appraisal data in helping students with problems.

13. Be able to demonstrate a knowledge of learning theory and the principles of human growth and development.

14. Have a broad knowledge of a wide array of testing instruments.

15. Be able to recognize the effect on the guidance program of the counselor image projected to the community.

16. Have the skills requisite to systematic and and effective observation of student behavior in a variety of settings.

17. Be able to communicate to teachers and administrators the limitations of the appraisal process.

18. Be able to utilize the results of a needs assessment.

19. Be able to demonstrate knowledge of and ability to apply accepted theories of counseling.

20. Be able to plan and develop classroom activities designed to teach students the decision making process.

21. Be able to develop a community attitude toward the school as a provider of skilled high school graduates.

22. Be able to administer and interpret tests of academic aptitude.

UNIQUE COMPETENCIES

SECONDARY COUNSELORS

SECONDARY COUNSELORS

1. Be able to make on-going evaluations and appropriate class changes to meet needs.

2. Be able to explain to students the purposes of each test he uses.

3. Be able to apply his knowledge of human development and career development in ways which will consider the whole person in educational and occupational planning.

4. Be able to establish and interpret guidelines of the counseling program.

5. Be able to recognize the need for positive public relations efforts.

UNIQUE COMPETENCIES

SPECIAL EDUCATION COUNSELORS

SPECIAL EDUCATION COUNSELORS

1. Understand the importance of "first-hand" knowledge of student home environment.
2. Have the ability to use test results diagnostically in preparation of individualized learning programs.
3. Know the resources available for placement of students.
4. Be able to recognize the limitations of the appraisal process.
5. Be aware of specialized training opportunities for handicapped students.
6. Be able to communicate local and state school policies to parents.
7. Have the ability to effectively interpret test results to school administrators.
8. Be able to assist each staff member assess his own skills, talents and limitations in providing guidance services.
9. Be able to help parents and students make wise decisions regarding student's future.
10. Be able to perform diagnostic work necessary to determine whether special educational provisions should be made for individual students.
11. Be able to obtain studen support of the testing p
12. Have in-depth knowledge and limitations of the m testing instruments.
13. Be able to analyze the c relation to an individua
14. Be able to implement a t identifying children wit disabilities.

SPECIAL EDUCATION COUNSELORS

importance of "first-hand"
tudent home environment.

ty to use test results
in preparation of
learning programs.

rces available for
tudents.

ognize the limitations
al process.

ecialized training
for handicapped students.

municate local and
olicies to parents.

ty to effectively
results to school
.

ist each staff member
skills, talents
s in providing
ces.

parents and
wise decisions
ent's future.

form diagnostic
to determine
educational
uld be made for
dents.

11. Be able to obtain student and faculty support of the testing program.

12. Have in-depth knowledge of the strengths and limitations of the most widely used testing instruments.

13. Be able to analyze the curriculum in its relation to an individual student's needs.

14. Be able to implement a testing program for identifying children with learning disabilities.

UNIQUE COMPETENCIES

VOCATIONAL COUNSELORS

VOCATIONAL COUNSELORS

1. Be able to develop programs for exposing students to the "world of work."

2. Be able to administer and interpret tests of vocational aptitude.

3. Be able to communicate to students effective techniques for finding a job.

4. Be able to interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.

5. Be knowledgeable of various vocational agencies.

6. Be able to help teachers in relating and applying classwork to vocational planning.

7. Be able to administer and interpret a variety of vocational tests.

8. Be able to assist students in remaining flexible in their vocational planning.

9. Be able to assist students and parents in making wise occupational decisions.

10. Be able to relate interest and aptitude data to occupational and educational planning.

11. Be able to assist students in evaluating their own job qualifications.

12. Know the local, state and nat
vocational outlook.

13. Be able to work with prospect
of students.

14. Be able to select, administer
and evaluate tests of vocatio

15. Be able to select, administer
and evaluate a variety of voc

16. Be able to establish working
with business and industry.

17. Be able to teach students the
career exploration.

18. Be able to coordinate informa
vocational programs available
schools.

19. Be able to utilize a knowledg
development theory in plannin
a career education program.

20. Be able to appraise student k
"world of work."

21. Be able to plan and organize
training program dealing with

22. Be able to apply his own know
development theory in counsel

VOCATIONAL COUNSELORS

programs for exposing
rld of work."

er and interpret tests
ude.

ate to students effective
ing a job.

t occupational trend
will make it have
l value for parents

various vocational

chers in relating
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er and interpret
onal tests.

tudents in remaining
ocational planning.

tudents and parents
pational decisions.

nterest and aptitude
l and educational

tudents in evaluating
fications.

12. Know the local, state and national vocational outlook.

13. Be able to work with prospective employers of students.

14. Be able to select, administer, interpret, and evaluate tests of vocational aptitude.

15. Be able to select, administer, interpret, and evaluate a variety of vocational tests.

16. Be able to establish working relationships with business and industry.

17. Be able to teach students the techniques of career exploration.

18. Be able to coordinate information concerning vocational programs available in different schools.

19. Be able to utilize a knowledge of career development theory in planning and developing a career education program.

20. Be able to appraise student knowledge of the "world of work."

21. Be able to plan and organize an in-service training program dealing with career exploration.

22. Be able to apply his own knowledge of career development theory in counseling students.

23. Have a knowledge of the life-styles of skilled and unskilled workers.

24. Be able to gather and disseminate information regarding local and national trends in the job market.

25. Have a thorough knowledge of career development theory.

26. Have a basic knowledge of the factors which business and industry employers consider important job candidates.

27. Be able to initiate and maintain contact with business and industry resources.

28. Be able to work with diverse groups to get career education incorporated into the total school curriculum.

PART VI

GRAPHIC REPRESENTATION OF RESPONDENT RATINGS

E - Essential
R - Recommended

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to maintain sight of the human part of the student.	E	E	E	
2. Have the ability to effectively interpret test results to parents.	E	E	E	
3. Be able to understand student behavior as it relates to other students.	E	E	E	
4. Be able to establish rapport in a testing situation.	E	E	E	
5. Be able to explain to students the purposes of each test he uses.	R	E	R	
6. Be able to use appraisal data to enhance student self-awareness.	E	R	R	
7. Be able to administer and interpret interest assessment instruments.	R	R	R	
8. Be able to recognize his own limits in the use of appraisal information.	R	R	R	
9. Be able to select, administer, interpret, and evaluate tests of vocational aptitude.	R	R	R	
10. Be able to recognize special needs of certain groups of exceptional children.	E	E	E	

d PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
sight of the udent.	E	E	E	R	R
effectively ts to parents.	E	E	E	-	R
d student es to other	E	E	E	R	R
rapport in	E	E	E	-	R
o students test he uses.	R	E	R	R	R
isal data to -awareness.	E	R	R	R	R
r and inter- ment instru-	R	R	R	R	R
his own appraisal	R	R	R	R	R
dminister, ate tests de.	R	R	R	-	E
special ups of .	E	E	E	R	R

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
11. Be able to administer and interpret tests of vocational aptitude.	-	R	-	
12. Have the knowledge of a variety of types of students.	R	R	R	
13. Be able to select, administer, interpret, and evaluate standardized tests of academic achievement.	E	R	R	
14. Be able to select, administer, interpret, and evaluate tests of academic aptitudes.	E	E	E	
15. Be able to recognize the limitations of the appraisal process.	R	R	E	
16. Have the ability to recognize patterns of growth and development as revealed by cumulative folder information.	E	R	E	
17. Be able to evaluate the appropriateness of student behavior in a variety of situations.	E	R	E	
18. Be able to administer and interpret tests of academic aptitude.	E	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
er and vocational	-	R	-	R	E
of a variety s.	R	R	R	R	R
administer, uate standar- emic achieve-	E	R	R	-	R
administer, uate tests es.	E	E	E	-	R
ze the appraisal	R	R	E	R	R
recognize and develop- cumulative	E	R	E	-	R
the student ty of	E	R	E	R	R
er and academic	E	R	R	-	R

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occ Inv Tea
19. Have knowledge of the strengths and weaknesses of the most commonly used achievement tests.	E	R	R	
20. Be able to select, administer, interpret, and evaluate a variety of vocational tests.	-	R	R	
21. Be able to appraise student knowledge of the "world of work."	R	R	R	
22. Be able to administer and interpret a variety of vocational tests.	-	R	-	
23. Know school law relating to the eligibility of counselors to administer psychological tests.	E	R	E	
24. Have the ability to implement a testing program.	R	R	R	
25. Be able to select, administer, interpret, and evaluate the use of interest assessment instruments.	R	R	R	
26. Be able to administer and interpret standardized tests of academic achievement.	E	R	R	
27. Have the skills requisite to systematic and effective observation of student behavior in a variety of settings.	E	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
he strengths he most vement tests.	E	R	R	-	R
administer, uate a variety .	-	R	R	-	E
student orld of work."	R	R	R	R	R
er and of vocational .	-	R	-	R	E
ating to the selors to gical tests.	E	R	E	-	R
implement a	R	R	R	-	R
administer, uate the use ent instru-	R	R	R	-	R
er and zed tests of t.	E	R	R	-	R
uisite to ctive obser- ehavior in a .	E	R	R	-	R

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occ Inv Tea
28. Have the ability to conduct group test interpretation.	R	R	R	
29. Be able to organize, implement, and evaluate the testing assessment system of the guidance program.	R	R	R	
30. Be cognizant of all legal restrictions regarding use of appraisal data.	R	R	R	
31. Be able to administer and interpret group standardized tests of mental ability.	R	R	R	
32. Understand the need for complete appraisal.	E	R	E	
33. Be able to administer and interpret individual tests of mental ability.	E	R	R	
34. Have the skills necessary to obtain knowledge of students home environment.	E	R	E	
35. Be able to evaluate appraisal data and to select pertinent information for teachers.	E	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
conduct group	R	R	R	-	R
implement, ting assess- uidance	R	R	R	-	R
legal restric- of appraisal	R	R	R	-	R
r and inter- zed tests of	R	R	R	-	R
for complete	E	R	E	-	R
r and tests of	E	R	R	-	R
ssary to students	E	R	E	-	R
appraisal ertinent hers.	E	R	R	-	R

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
36. Be able to integrate his knowledge of human behavior with his knowledge of individual student situations in order to ascertain the reasons for truancy.	R	R	R	
37. Have a knowledge of the characteristics of exceptional children and the terminology used in describing those characteristics.	E	R	E	
38. Be able to collect and synthesize appraisal information from a student's teachers.	R	R	R	
39. Be able to select, administer, interpret, and evaluate group standardized tests of mental ability.	R	R	R	
40. Be able to coordinate teacher use of appraisal information.	E	R	E	
41. Be able to recognize personal factors such as maturity as revealed by cumulative folder information.	R	R	R	
42. Have a broad knowledge of the availability of a wide array of testing instruments.	R	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
his knowledge th his know- student to ascertain ncy.	R	R	R	-	R
the charac- onal children used in des- teristics.	E	R	E	-	-
nd synthesize n from a	R	R	R	-	R
dminister, ate group f mental	R	R	R	-	R
e teacher ormation.	E	R	E	-	R
personal rity as ve folder	R	R	R	-	R
ge of the de array of	R	R	R	-	R

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
43. Have in-depth knowledge of the strengths and limitations of the most widely used testing instruments.	R	R	E	
44. Have a broad knowledge of wide array of testing instruments.	E	R	R	
45. Have knowledge of the kinds of appraisal information to maintain.	R	R	R	
46. Be able to incorporate appraisal information in facilitating student adaptation to a changing society.	R	R	R	
47. Be able to use appraisal data to group students needing particular counseling.	R	R	R	
48. Be able to design an assessment program for determining student knowledge of the "world of work."	-	-	-	
49. Have a knowledge of appraisal instruments appropriate to the various types of student exceptionality.	R	R	R	
50. Be able to implement a testing program for identifying children with learning disabilities.	R	R	E	

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ledge of the tations of the esting	R	R	E	-	R
edge of wide nstruments.	E	R	R	-	R
the kinds of ion to	R	R	R	-	R
rate appraisal ilitating to a changing	R	R	R	-	R
raisal data to ding particular	R	R	R	-	R
an assessment ining student world of work."	-	-	-	R	R
f appraisal riate to the tudent	R	R	R	-	-
nt a testing fying children bilities.	R	R	E	-	-

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
51. Be able to administer and interpret testing instruments appropriate to the measurement of psychomotor skills.	E	-	R	
52. Have the ability to design, implement, and evaluate a testing program.	-	-	-	
53. Be able to administer and interpret attitude assessment instruments.	R	-	R	
54. Be able to administer and interpret criterion referenced tests.	R	-	R	
55. Be able to administer and interpret tests most frequently used in the appraisal of exceptional children.	E	-	E	
56. Be able to design a testing program which will produce data requisite to curriculum planning.	R	-	-	
57. Be able to select, administer, interpret, and evaluate testing instruments appropriate to the measurement of psychomotor skills.	R	-	R	
58. Be able to select, administer, interpret, and judge the appropriateness of attitude assessment instruments.	-	-	-	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
r and inter- ents appro- ement of	E	-	R	-	-
design, ate a testing	-	-	-	-	-
r and inter- ment instru-	R	-	R	-	R
r and referenced	R	-	R	-	-
r and frequently l of .	E	-	E	-	-
testing roduce data lum planning.	R	-	-	-	-
dminister, ate testing ate to the omotor skills.	R	-	R	-	-
dminister, the ttitude ts.	-	-	-	-	-

PUPIL APPRAISAL

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occ Inv Tea
59. Be able to perform diagnostic work necessary to determine whether special educational provisions should be made for individual students.	R	-	E	
60. Be able to develop a testing program for identifying children with learning disabilities.	R	-	R	
61. Be able to select, administer, interpret, and judge the appropriateness of group, non-projective, personality measures.	-	-	-	
62. Be able to administer and interpret group non-projective personality measures.	-	-	-	
63. Be able to administer and interpret standardized measures of physical functioning.	-	-	-	
64. Be able to select, administer, interpret, and judge the appropriateness of projective personality measures.	-	-	-	
65. Be able to understand and interpret test data but will not require the technical skills to administer them.	-	-	-	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
diagnostic determine ucational be made for s.	R	-	E	-	-
a testing pro- ng children bilities.	R	-	R	-	-
administer, ge the group, non- ality measures.	-	-	-	-	-
ter and n-projective es.	-	-	-	-	-
ter and ized measures oning.	-	-	-	-	-
administer, ge the projective es.	-	-	-	-	-
and and but will not cal skills to	-	-	-	-	-

E - Essential
R - Recommended

STAFF CONSULTING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to work with all staff and patrons, including parents, teachers and students.	E	E	E	
2. Have the ability to effectively interpret tests results to teachers.	E	E	E	
3. Be able to assist teachers to promote student self awareness and understanding.	E	E	E	
4. Be able to help teachers implement appropriate aspects of the guidance program in the classroom.	E	E	R	
5. Be able to help teachers in relating and applying classwork to vocational planning.	R	R	R	
6. Be able to communicate to teachers and administrators the limitations of the appraisal process.	E	R	R	
7. Have the ability to effectively interpret test results to school administrators.	R	R	E	
8. Be able to assist teachers in utilizing appraisal data for the improvement of instruction.	E	R	E	
9. Be able to assist teachers in helping students develop educational plans.	R	R	R	

STAFF CONSULTING

ed

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
h all staff ing parents, ts.	E	E	E	R	R
effectively ults to	E	E	E	-	R
eachers to f awareness	E	E	E	R	R
chers implement of the the classroom.	E	E	R	-	R
chers in ng classwork ing.	R	R	R	R	E
ate to teachers the limitations ocess.	E	R	R	-	R
effectively lts to school	R	R	E	-	R
eachers in data for the ruction.	E	R	E	-	R
eachers in velop educa-	R	R	R	R	R

STAFF CONSULTING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occ Inv Tea
10. Be able to aid in developing a curriculum which will result in every student having a salable skill.	-	R	R	
11. Be able to help teachers acquire skills which will make the classroom a more guidance oriented place.	E	R	R	
12. Recognize the importance of keeping teachers informed of appraisal results.	R	R	R	
13. Be able to understand the role of each staff member and the problems inherent in that particular role.	R	R	R	
14. Be able to relate job market trends locally and nationally to curriculum planning.	-	R	-	
15. Be able to help teachers understand the relationships between appraisal and instruction.	E	R	E	
16. Be able to coordinate staff meetings for the purpose of utilizing appraisal data in helping students with problems.	E	R	R	

STAFF CONSULTING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
veloping a result in a salable	-	R	R	R	R
hers acquire ke the class- oriented	E	R	R	-	R
ance of ormed of	R	R	R	-	R
the role and the that	R	R	R	-	R
market tionally to	-	R	-	R	R
ers under- ps between tion.	E	R	E	-	-
staff ose of ata in problems.	E	R	R	-	R

STAFF CONSULTING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occ Inv Tea
17. Have the ability to use test results diagnostically in preparation of individualized learning programs.	R	R	E	
18. Be able to demonstrate a knowledge of school curriculum from K through 12 and the ability to make changes relative to the needs of the students being served.	R	R	R	
19. Have the ability to utilize appraisal data in the preparation of individualized learning programs.	R	R	R	
20. Be able to assist each staff member assess his own skills, talents and limitations in providing guidance services.	R	R	E	
21. Be able to serve on and make a contribution to a "Plan A" team.	E	R	E	
22. Be able to conduct in-service training for teachers on utilization of appraisal data.	R	R	R	
23. Be able to set up in-service training for teachers to aid in the recognition of potential problems before they become critical.	R	-	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
use test lly in pre- ualized	R	R	E	-	-
ate a know- riculum from e ability to ve to the ts being	R	R	R	-	-
utilize he preparation earning	R	R	R	-	-
ach staff wn skills, ions in services.	R	R	E	-	-
and make "Plan A"	E	R	E	-	-
in-service rs on utiliza- ata.	R	R	R	-	-
n-service rs to aid in potential y become	R	-	R	-	-

STAFF CONSULTING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
24. Be able to provide practical instruction for teachers on human development and behavior modification techniques.	E	R	E	
25. Be able to plan and implement teacher in-service programs.	R	-	-	
26. Be able to demonstrate extensive knowledge of classroom procedures.	R	-	-	
27. Be able to provide in-service training for teachers in the area of educational planning.	R	-	-	
28. Have sufficient knowledge of curriculum to aid teachers in improving instruction.	-	-	R	
29. Be able to utilize attitude assessment data in the improvement of curriculum.	-	-	-	
30. Be able to use appraisal data in designing instructional prescriptions for children with learning problems.	-	-	R	
31. Be able to assist teachers in the construction of criterion referenced tests.	-	-	-	

STAFF CONSULTING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ractical ers on human ior modifi-	E	R	E	-	-
mplement ograms.	R	-	-	-	-
e extensive m procedures.	R	-	-	R	-
-service in the area ng.	R	-	-	-	-
edge of chers in .	-	-	R	-	-
titude e improve-	-	-	-	-	-
sal data in al prescrip- th learning	-	-	R	-	-
chers in riterion	-	-	-	-	-

E - Essential
R - Recommended

REFERRAL WORK

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to recognize emotional problems which require attention and referral to other sources.	E	E	E	
2. Know the agencies available as referral agencies.	E	E	E	
3. Be able to determine as a result of his own self-evaluation when the referral of a specific child to another source is necessary.	E	E	E	
4. Be familiar with local school policy and referral agency policies.	E	E	E	
5. Be able to establish a referral system within the school whereby teachers and other staff members can refer students for counseling, evaluation, or referral to other sources.	E	E	E	
6. Be able to set up conferences with referral sources to improve communications and referral procedures.	E	R	R	
7. Be able to demonstrate knowledge of the mechanics necessary for making a variety of referrals.	E	R	E	

REFERRAL WORK

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
emotional re attention r sources.	E	E	E	R	R
ailable as	E	E	E	R	R
as a result uation when ecific child necessary.	E	E	E	-	R
al school agency	E	E	E	R	R
a referral hool whereby taff members or counseling, ral to other	E	E	E	-	R
nferences with improve com-rral proce-	E	R	R	-	R
te knowledge essary for referrals.	E	R	E	-	R

REFERRAL WORK

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
8. Be able to determine potential resources within the community.	R	R	R	
9. Be able to compile a list of referral sources for the information of students.	-	R	-	
10. Be able to develop a current list of local, state, and national referral sources.	-	R	R	
11. Be able to establish, evaluate, and modify any referral systems in operation within the local school system.	R	R	R	

REFERRAL WORK

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
potential community.	R	R	R	E	R
list of the nts.	-	R	-	R	R
current , and urces.	-	R	R	R	R
, evaluate, ral systems the local	R	R	R	-	-

E - Essential
R - Recommended

COUNSELING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occ Inve Teac
1. Be able to demonstrate skill in a variety of ways to establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.	E	E	E	
2. Be able to establish a positive relationship between parents, teachers, and students.	E	E	E	
3. Be able to counsel students in both academic and personal areas.	E	E	E	
4. Be able to recognize the value of good communication skills and positive attitudes.	E	E	E	
5. Be able to use interviewing techniques effectively.	E	E	E	
6. Know the ethical and legal ramifications of counseling parents and students.	E	E	E	
7. Be able to apply a variety of counseling techniques including one-to-one and group techniques and a client centered, non-directive approach.	E	E	E	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ate skill in a establish ts including unspoken pro- istening, establishment olicy in .	E	E	E	R	R
n a positive n parents, nts.	E	E	E	R	R
students in ersonal areas.	E	E	E	R	R
e the value on skills and	E	E	E	E	R
rviewing tech-	E	E	E	R	R
legal unseling .	E	E	E	R	R
variety of s including techniques d, non-	E	E	E	-	R

COUNSELING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
8. Be able to demonstrate effective communication skills including listening, verbal, and non-verbal language and observation skills.	E	E	E	R
9. Be able to make decisions about the appropriateness of group or individual counseling in a variety of problem situations.	E	E	R	-
10. Be able to make an accurate self-evaluation of his competencies in counseling.	E	E	E	R
11. Be non-judgmental when faced with ideas differing from his own.	E	R	R	R
12. Be able to apply his own knowledge of career development theory in counseling students.	-	R	R	R
13. Be able to develop and implement a school policy relative to the confidentiality of information about students which will be legal, ethical, and practical.	R	R	R	-
14. Be able to demonstrate extensive knowledge of and ability to apply accepted theories of counseling.	E	R	R	-

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
te effective including nd non-verbal tion skills.	E	E	E	R	R
sions about of group or g in a variety s.	E	E	R	-	R
ccurate self- mpetencies in	E	E	E	R	R
en faced with his own.	E	R	R	R	R
own know- lopment students.	-	R	R	R	R
nd implement tive to the nformation will be practical.	R	R	R	-	R
te extensive lity to apply counseling.	E	R	R	-	R

COUNSELING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occup Inves Teach
15. Be able to demonstrate knowledge of the cultural and ethnic groups served by his individual school.	R	R	R	R
16. Be able to provide leadership skills in group dynamics.	R	R	R	R
17. Be able to identify emotional and physiological changes of students and teachers.	E	R	E	-
18. Be able to plan and utilize "peer counseling" as a problem solving technique.	R	-	R	-
19. Be able to counsel teachers about their own personal problems.	-	-	-	-

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
e knowledge thnic groups ual school.	R	R	R	R	R
adership ics.	R	R	R	R	R
motional nges of	E	R	E	-	-
tilize problem	R	-	R	-	-
chers nal problems.	-	-	-	-	-

E - Essential
R - Recommended

PUBLIC RELATIONS

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occup Inves Teach
1. Be able to communicate effectively with students and faculty.	E	E	E	R
2. Be able to interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.	E	E	E	-
3. Be able to define the role of the counselor.	E	E	E	R
4. Be able to relate to people in the performance of his duties in such a way that they appreciate the goals of the guidance program.	E	E	E	R
5. Be able to define his role to students and teachers.	E	E	R	E
6. Be able to communicate and "sell" the guidance program to staff, students, community, parents and administration.	E	E	R	R
7. Be able to inform students, parents and the community of the range of guidance services available.	E	E	E	R
8. Be able to solicit and use support from all administrative levels, from the principal to the Texas Education Agency.	E	E	E	R

PUBLIC RELATIONS

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
te effectively culty.	E	E	E	R	E
the guidance students, and s liaison .	E	E	E	-	R
e role of	E	E	E	R	E
people in is duties in appreciate dance program.	E	E	E	R	R
s role to s.	E	E	R	E	R
te and "sell" to staff, parents	E	E	R	R	R
udents, unity of the rvices	E	E	E	R	R
nd use inistrative ncipal to Agency.	E	E	E	R	R

PUBLIC RELATIONS

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inves Teac
9. Be able to communicate effectively with every segment of the population which he serves.	E	E	E	
10. Be able to recognize the need for positive public relations efforts.	R	E	E	
11. Be able to recognize the effect on the guidance program of the counselor image projected to the community.	E	R	R	
12. Be able to understand the school's mission and to relate that to the public in understandable and meaningful terms.	E	R	E	
13. Be able to perform the tasks assigned to him in the schools' public relations program.	R	R	R	
14. Be able to obtain student and faculty support of the testing program.	R	R	E	
15. Be able to develop a plan for creating and maintaining a good public image.	R	R	R	
16. Be able to consider historic, cultural and social factors of a community in building positive relationships.	R	R	R	

PUBLIC RELATIONS

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ate effectively of the popula- s.	E	E	E	R	R
e the need relations	R	E	E	R	R
e the effect gram of the jected to	E	R	R	-	R
nd the d to relate in under- ngful terms.	E	R	E	R	R
the tasks the schools' ogram.	R	R	R	R	R
tudent and the testing	R	R	E	-	R
a plan for ining a good	R	R	R	R	R
historic, factors of a ng positive	R	R	R	R	R

PUBLIC RELATIONS

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
17. Be able to communicate local and state school policies to parents.	R	R	E	
18. Be able to appreciate the personal image created by individual actions.	E	R	R	
19. Be able to develop a community attitude toward the school as a provider of skilled high school graduates.	E	R	[illegible]	
20. Be able to evaluate group test results and effectively communicate results to all publics.	R	R	R	
21. Be involved in the activities of the community which he serves.	-	R	R	
22. Be able to become involved in community activities.	R	R	-	
23. Be able to use students to publicize and support the guidance program and to gain parental support.	R	R	R	
24. Be able to develop and implement a continuous public relations program.	R	-	R	

PUBLIC RELATIONS

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
e local cies to	R	R	E	R	R
the per- individual	E	R	R	R	R
community chool as a igh school	E	R	R	R	R
roup test y communi- blics.	R	R	R	-	R
tivities he serves.	-	R	R	R	R
lved in	R	R	-	R	R
s to the o gain	R	R	R	R	R
implement a tions	R	-	R	-	R

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
25. Be able to employ effective writing techniques.	-	R	-	
26. Be able to plan and evaluate a systematic network of written communication explaining and publicizing guidance services.	R	-	-	
27. Be involved in the extracurricular activities of the school in which he works.	R	-	-	
28. Be able to determine the effect of vocabulary on the public.	-	-	R	
29. Be able to make himself available to all members of the various publics.	-	-	-	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ffective	-	R	-	R	-
evaluate k of written ining and e services.	R	-	-	-	-
extracurricular chool in which	R	-	-	R	-
e the effect e public.	-	-	R	-	-
self available he various	-	-	-	-	R

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111

E - Essential
R - Recommended

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occup Inves Teach
1. Be able to use his knowledge of student needs, faculty, staff, and parents to make appropriate placement of students.	E	E	E	
2. Be able to communicate to students effective techniques for finding a job.	R	R	R	
3. Know the resources available for placement of students.	R	R	E	
4. Be able to make on-going evaluations and appropriate class changes to meet needs.	R	E	R	
5. Be able to assist students in evaluating their own job qualifications.	R	R	R	
6. Be knowledgeable of various vocational agencies.	R	R	R	
7. Be able to convey to students those job candidate qualifications considered most important by employers.	R	R	R	
8. Know educational opportunities and be able to match them appropriately to students.	R	R	R	

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
nowledge culty, o make t of	E	E	E	_	R
te to echniques	R	R	R	E	E
vailable dents.	R	R	E	R	R
oing opriate t needs.	R	E	R	R	R
udents in job	R	R	R	R	E
various	R	R	R	R	E
students qualifi- ost rs.	R	R	R	E	R
portunities them udents.	R	R	R	R	R

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
9. Be able to establish working relationships with business and industry.	_	R	R	
10. Be able to work with prospective employers of students.	R	R	R	
11. Know the curriculum and be able to make course selections on the basis of student attitudes and aptitudes.	R	R	R	
12. Be able to place transfer students, at all levels of education, for a positive educational experience.	R	R	R	
13. Have a basic knowledge of the factors which business and industry employers consider important job candidates.	R	R	R	
14. Be aware of specialized training opportunities for handicapped students.	R	R	E	
15. Know the requirements of jobs available to students.	R	R	R	
16. Be able, after reviewing a student's folder, to place the student so that he will be successful according to personal and academic needs.	R	R	R	

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
h working business and	—	R	R	R	E
h prospective ts.	R	R	R	R	E
and be able ctions on the titudes and	R	R	R	—	R
ansfer vels of sitive nce.	R	R	R	—	R
dge of the ess and consider dates.	R	R	R	R	R
ized ies for s.	R	R	E	R	R
ts of jobs ts.	R	R	R	R	R
ewing a place the vill be to personal	R	R	R	—	R

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
17. Be able to locate and recognize potential job placements for students.	R	R	R	
18. Know the academic skills prerequisite to specific job placement or training.	R	R	_	
19. Be able to initiate and maintain contact with business and industry resources.	_	_	R	
20. Be able to follow-up all educational and occupational placement and to use the results in planning future placement activities.	_	R	R	
21. Be able to acquaint prospective employers with the types of students available for employment.	_	_	_	
22. Be able to establish a good working relationship with college admissions officers.	E	E	E	
23. Develop an awareness and knowledge of the strengths and weaknesses of those colleges most often chosen by his students.	R	R	_	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
d recognize ents for	R	R	R	—	R
ills pre- c job g.	R	R	—	R	R
and maintain s and	—	—	R	R	R
all edu- onal the results acement	—	R	R	—	R
prospective ypes of r employment.	—	—	—	—	R
a good with fficers.	E	E	E	—	R
and know- s and colleges his	R	R	—	—	R

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
24. Be able to plan, organize, implement and evaluate a program for aiding students to learn job acquisition skills.	R	R	_	
25. Be able to establish contacts with prospective employers and others in the business community.	_	R	_	
26. Be able to establish an advisory committee from industry to assist him in his vocational placement responsibilities.	_	_	R	
27. Be able to implement a program for training students in job acquisition skills.	_	_	_	
28. Be able to provide a career day for business and industry personnel to recruit young people.	R	_	_	
29. Be able to provide employers with satisfactory student employees.	_	_	_	
30. Be able to locate jobs for students.	_	_	_	

PLACEMENT

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
rganize, uate a pro- udents to ion skills.	R	R	—	R	R
sh contacts mployers and ness	—	R	—	R	R
sh an ad- rom industry is vocational bilities.	—	—	R	—	R
nt a program nts in job .	—	—	—	—	R
a career nd industry it young	R	—	—	—	R
employers student	—	—	—	—	R
jobs for	—	—	—	—	R

E - Essential
R - Recommended

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to understand the schools' goals and program.	E	E	E	
2. Be able to communicate the guidance program to the administration to insure its implementation.	E	E	E	
3. Be able to plan and implement a sequential guidance program which is sensitive to the developmental needs of students.	E	E	R	
4. Be able to utilize a team approach in the counseling program including students, parents, administrators, teachers, and counselors.	E	R	E	
5. Be able to observe and evaluate other existing counseling programs and incorporate worthwhile approaches in the local program.	E	E	R	
6. Be able to determine guidance priorities based on identified needs.	E	R	R	
7. Be able to coordinate information concerning vocational programs available in different schools.	R	R	R	
8. Know school laws pertinent to the ordinary performance of his responsibilities.	E	R	E	

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
the schools'	E	E	E	R	R
the guidance stration to ion.	E	E	E	R	R
plement a ogram which velopmental	E	E	R	–	R
eam approach ram inclu- , adminis- counselors.	E	R	E	R	R
evaluate ing programs hile l program.	E	E	R	–	R
uidance entified	E	R	R	–	R
information programs schools.	R	R	R	R	E
ment to the f his	E	R	E	R	R

E - Essential
R - Recommended

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to understand the schools' goals and program.	E	E	E	
2. Be able to communicate the guidance program to the administration to insure its implementation.	E	E	E	
3. Be able to plan and implement a sequential guidance program which is sensitive to the developmental needs of students.	E	E	R	
4. Be able to utilize a team approach in the counseling program including students, parents, administrators, teachers, and counselors.	E	R	E	
5. Be able to observe and evaluate other existing counseling programs and incorporate worthwhile approaches in the local program.	E	E	R	
6. Be able to determine guidance priorities based on identified needs.	E	R	R	
7. Be able to coordinate information concerning vocational programs available in different schools.	R	R	R	
8. Know school laws pertinent to the ordinary performance of his responsibilities.	E	R	E	

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
d the schools'	E	E	E	R	R
te the guidance istration to ation.	E	E	E	R	R
mplement a rogram which evelopmental	E	E	R	—	R
team approach gram inclu- s, adminis- d counselors.	E	R	E	R	R
d evaluate ling programs while al program.	E	E	R	—	R
guidance dentified	E	R	R	—	R
information programs t schools.	R	R	R	R	E
inent to the of his	E	R	E	R	R

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
9. Be able to establish and interpret guidelines of the counseling program.	R	E	R	
10. Be able to plan and implement a guidance program which will involve administrators and teachers.	E	E	E	
11. Be able to utilize the results of a needs assessment.	E	R	R	
12. Be able to develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.	R	R	R	
13. Have the ability to relate appraisal data to the total school instructional program.	R	R	R	
14. Be able to plan, implement, and evaluate a career education program.	R	R	—	
15. Be able to implement a systematic procedure for handling student appraisal information.	R	R	R	
16. Have inter-personal, organizational, and administrative skills requisite to working with and coordinating the work of others.	R	R	R	

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
h and inter- the counseling	R	E	R	—	R
implement which will ors and	E	E	E	—	R
the results nt.	E	R	R	—	R
systematic counseling ents with l and ent.	R	R	R	R	R
relate he total program.	R	R	R	—	R
plement, er education	R	R	—	R	R
a systematic ing student on.	R	R	R	—	R
organiza- rative working with work of	R	R	R	R	R

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
17. Be able to implement career education programs that involve local employers.	—	R	—	
18. Be able to establish guidelines for counseling methods and approaches in compliance with local administrative philosophy and attitudes.	R	R	R	
19. Be able to design a systematic procedure for handling student appraisal information.	R	R	R	
20. Be able to establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities.	R	R	—	
21. Be able to establish regular communications procedures with various publics; business, community and civic groups, newspapers and other media, parent groups.	—	R	R	
22. Be able to generate the involvement of diverse groups within the guidance program.	R	R	—	
23. Be able to develop a systematic program for exchange of information between school and business groups.	R	R	—	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
career hat involve	–	R	–	R	R
guidelines ds and ance with philosophy	R	R	R	–	R
systematic ng student n.	R	R	R	–	R
an evaluation nts can make luation of es.	R	R	–	R	R
regular dures with iness, groups, media,	–	R	R	R	R
the se groups program.	R	R	–	–	R
systematic of infor- and	R	R	–	R	R

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
24. Be able to set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques.	R	R	R	
25. Be able to utilize research from the behavioral and social sciences.	R	R	R	
26. Be able to design a system for the efficient retrieval of appraisal data.	R	—	—	
27. Be able to implement a system for the efficient retrieval of appraisal data.	R	R	R	
28. Be able to appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.	—	—	—	
29. Be able to plan, organize, and evaluate inservice training for teachers on the utilization of appraisal data.	—	—	R	
30. Be able to design a system for longitudinal coordination of student appraisal data.	—	—	—	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
and implement for students g, establishing d decision .	R	R	R	R	R
e research from d social	R	R	R	—	—
a system for rieval of	R	—	—	—	R
ent a system retrieval	R	R	R	—	—
, organize, advisory the guidance vant to the unity.	—	—	—	—	R
rganize, and training for ilization of	—	—	R	—	—
a system for ination of data.	—	—	—	—	—

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occup Inves Teach
31. Be able to use the computer in the planning and implementation of the counseling program.	–	–	–	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
omputer in lementation ogram.	—	—	—	—	—

E - Essential
R - Recommended

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Know the vocational programs available to students.	R	E	R	
2. Know individual school and state requirements for graduation.	R	E	E	
3. Be able to help teachers and students relate course work to future life planning, including more orientation toward career planning.	E	E	R	
4. Know the "world of work" concept and be able to describe it to students.	R	E	R	
5. Have a genuine appreciation for all of the various kinds of work that people do.	R	E	R	
6. Be able to communicate to students the value of work.	R	E	R	
7. Be able to help parents and students make wise decisions regarding student's future.	E	E	E	
8. Be able to assist students in evaluating their own needs and abilities as they relate to vocational choices.	R	E	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
programs ts.	R	E	R	E	E
ool and state raduation.	R	E	E	R	R
chers and rse work to g, including ward career	E	E	R	E	E
work" concept ribe it to	R	E	R	E	E
eciation for kinds of .	R	E	R	E	E
ate to of work.	R	E	R	E	E
ents and decisions future.	E	E	E	R	E
tudents in n needs and elate to	R	E	R	R	E

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occup Inves Teach
9. Be able to apply his knowledge of human development and career development in ways which will consider the whole person in educational and occupational planning.	R	E	R	
10. Be able to assist students and parents in making wise occupational decisions.	R	R	R	
11. Be able to interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.	R	R	R	
12. Be able to relate interest and aptitude data to occupational and educational planning.	R	R	R	
13. Be able to assist students in remaining flexible in their vocational planning.	R	R	R	
14. Have a thorough understanding of the relationship between career planning and curriculum planning.	R	R	R	
15. Be able to develop programs for exposing students to the "world of work".	R	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
is knowledge nt and career s which will person in cupational	R	E	R	E	R
students and wise occu- .	R	R	R	R	E
et occupa- in ways which personal, or parents	R	R	R	R	E
nterest to occupa- nal planning.	R	R	R	E	E
tudents in in their .	R	R	R	E	E
erstanding between curriculum	R	R	R	R	R
programs for o the "world	R	R	R	E	E

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inves Teac
16. Be able to teach students the techniques of career exploration.	R	R	R	
17. Be able to assist students in making appropriate educational choices.	R	R	R	
18. Have an understanding of the negative influence of the stereotyping of people in certain occupations.	R	R	R	
19. Be able to compile a comprehensive fund of information about the "world of work" including a wide variety of specific jobs.	R	R	R	
20. Know the local, state and national vocational outlook.	—	R	R	
21. Have a knowledge of the lifestyles of skilled and unskilled workers.	R	R	R	
22. Have a good knowledge of financial aid resources available to students.	R	R	R	
23. Be able to utilize a knowledge of career development theory in planning and developing a career education program.	R	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
tudents the er exploration.	R	R	R	E	R
students in educational	R	R	R	R	R
ing of the of the stere- in certain	R	R	R	R	R
a compre- formation about " including a ecific jobs.	R	R	R	E	R
ate and l outlook.	—	R	R	R	E
f the life- and unskilled	R	R	R	R	R
dge of finan- available	R	R	R	R	R
a knowledge ent theory veloping a rogram.	R	R	R	R	R

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
24. Be able to work with diverse groups to get career education incorporated into the total school curriculum.	R	R	R	
25. Be able to demonstrate a knowledge of learning theory and the principles of human growth and development.	E	R	R	
26. Be able to analyze the curriculum in its relation to an individual student's needs.	R	R	E	
27. Know the federal programs such as Manpower Development and National Youth Corps, available to young people.	R	R	R	
28. Know the administrative organization and procedures of his school district, the school curriculum and laws regarding employment practices.	R	R	R	
29. Be able to supply the administration with educational and occupational information necessary in planning a curriculum to meet the needs of the students.	R	R	R	
30. Be able to teach students the decision making process.	R	R	R	

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ith diverse eer education the total .	R	R	R	R	R
trate a know- theory and the an growth and	E	R	R	—	R
e the curriculum o an individual	R	R	E	R	R
programs such opment and rps, available	R	R	R	R	R
rative organi- ures of his the school ws regarding ces.	R	R	R	R	R
the adminis- ational and rmation nece- a curriculum of the students.	R	R	R	R	R
students the rocess.	R	R	R	R	R

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
31. Know college admissions requirements.	—	R	R	
32. Be able to plan and organize an in-service training program dealing with career exploration.	—	R	R	
33. Be able to assume a leadership role in planning integrated career education activities for the school instructional program.	—	R	—	
34. Be able to develop a library of resources for career training.	R	R	—	
35. Be able to gather and disseminate information regarding local and national trends in the job market.	—	R	—	
36. Have a thorough knowledge of career development theory.	—	R	—	
37. Have a thorough knowledge of college entrance requirements.	—	R	—	
38. Be able to plan, organize, implement, and evaluate career education programs that involve local employers.	R	R	—	
39. Be able to plan and develop classroom activities designed to teach students the decision making process.	R	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ions	—	R	R	R	R
organize an program exploration.	—	R	R	R	R
leadership tegrated tivities for ional program.	—	R	—	R	R
a library reer training.	R	R	—	R	R
nd disseminate ng local and the job	—	R	—	R	R
wledge of theory.	—	R	—	R	R
wledge of quirements.	—	R	—	—	R
ganize, uate career that involve	R	R	—	R	R
develop class- gned to ecision	R	R	R	R	R

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
40. Be able to use a variety of skills in the collection and analysis of data including occupational trends, needs assessment, test analysis, establishment of local norms for prediction and placement, and student interest inventories.	R	R	—	
41. Be able to plan, organize, and implement a "careers day" program.	—	R	—	
42. Be able to compile an information file on the specific requirements of a variety of colleges in specific areas of study.	—	R	—	
43. Be able to plan, organize, implement, and evaluate an inservice training program on the development of educational plans.	—	—	—	

EDUCATIONAL AND OCCUPATIONAL PLANNING

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
variety of llection and including nds, needs analysis, local norms for lacement, and inventories.	R	R	—	—	R
organize, and eers day" program.	—	R	—	R	R
e an information fic requirements colleges in f study.	—	R	—	—	R
organize, aluate an g program on f educational	—	—	—	—	—

E - Essential
R - Recommended

COUNSELOR AS A PERSON

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to establish an aura of trust and confidentiality.	E	E	E	
2. Be able to employ a positive attitude toward people and work.	E	E	E	
3. Have a positive self-concept.	E	E	E	
4. Be dedicated to his profession.	E	E	E	
5. Be tolerant of others.	E	E	E	
6. Have a positive regard for all individuals.	E	E	E	
7. Have a positive attitude toward and demonstrate skill in listening.	E	E	E	
8. Demonstrate warmth of personality conducive to approach behavior by those with whom he comes in contact.	E	E	E	
9. Demonstrate an unqualified belief in each individual's potential for positive personal growth.	E	E	E	
10. Be able to employ effective human relations skills.	E	E	E	
11. Have those inter-personal skills requisite to working with others.	E	E	E	
12. Demonstrate a capacity for stable behavior even under very stressful conditions.	E	E	E	

d

COUNSELOR AS A PERSON

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
h an aura of iality.	E	E	E	R	E
positive ple and work.	E	E	E	E	E
f-concept.	E	E	E	E	E
profession.	E	E	E	E	E
rs.	E	E	E	E	E
ard for all	E	E	E	R	E
ltude toward l in listening.	E	E	E	R	R
of personality ch behavior he comes in	E	E	E	E	E
alified belief s potential al growth.	E	E	E	R	R
ffective human	E	E	E	R	R
sonal skills with others.	E	E	E	R	R
ty for stable very stressful	E	E	E	R	R

COUNSELOR AS A PERSON

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occup Inves Teach
13. Demonstrate a tolerance for the behaviors of others based on an understanding of human behavior.	E	E	E	
14. Be able to accept others differences without prejudice.	E	E	E	
15. Be able to accept constructive criticism.	E	E	E	
16. Be flexible in his dealings with students and fellow staff members.	E	E	E	
17. Be accepting toward new ideas.	E	E	E	
18. Actively seek and explore new ideas.	E	E	E	
19. Be empathetic in his dealings with his clients.	E	E	E	R
20. Be open with students and fellow staff members.	R	E	E	R
21. Be objective in evaluating himself and others.	E	E	E	R
22. Seek constructive criticism as as a means to continued self growth.	E	R	E	R
23. Recognize with appropriate behavior his personal, educational, and situational limitations.	E	E	R	R

COUNSELOR AS A PERSON

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ance for the based on an man behavior.	E	E	E	R	R
thers prejudice.	E	E	E	E	R
onstructive	E	E	E	E	R
dealings with staff	E	E	E	R	R
new ideas.	E	E	E	E	R
xplore new	E	E	E	E	R
dealings	E	E	E	R	R
s and fellow	R	E	E	R	R
uating	E	E	E	R	R
iticism as ued self	E	R	E	R	R
priate be- educational, tations.	E	E	R	R	R

COUNSELOR AS A PERSON

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
24. Be able to demonstrate his orientation toward positive work habits and attitudes.	E	R	R	
25. Understand the importance of "first-hand" knowledge of student home environment.	R	R	E	
26. Have the ability to logically analyze and resolve problem situations.	R	R	R	
27. Be able to objectively evaluate his own feelings toward various jobs.	R	R	R	
28. Cognitively understand and affectively accept the inherent error of such prejudicial behavior as gross generalization, labelling, or stereotyping.	R	R	R	
29. Be able to identify a list of professionals to whom he may go for counseling and guidance regarding his own personal problems.	R	R	R	
30. Be above average in intelligence.	—	R	—	
31. Be able to become involved in all school activities.	—	—	—	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
rate his positive titudes.	E	R	R	R	R
ortance of edge of student	R	R	E	R	R
logically problem	R	R	R	R	R
vely evaluate oward various	R	R	R	R	R
tand and the inherent dicial eneralization, otyping.	R	R	R	R	R
a list of om he may go guidance ersonal	R	R	R	—	R
intelligence.	—	R	—	—	—
nvolved in es.	—	—	—	—	—

E - Essential
R - Recommended

PARENT HELP

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
1. Be able to listen effectively to parents.	E	E	E	
2. Be able to interpret student needs and strengths to parents in an understandable way.	E	E	E	
3. Be able to create a receptive climate toward parent consultation.	E	E	E	
4. Be able to communicate with parents of various cultural backgrounds.	E	E	E	
5. Know school policies regarding testing information that can be given to parents.	E	E	E	
6. Be able to aid parents and students in making decisions regarding educational placement.	E	E	R	
7. Be able to counsel with parents about students interests and skills, and if necessary, to redirect tactfully parent goals.	E	R	E	
8. Be able to demonstrate skill in communicating with parents about special educational programs.	E	E	E	
9. Be able to obtain information from parents.	E	R	E	

PARENT HELP

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
fectively	E	E	E	R	R
student to parents in y.	E	E	E	R	R
receptive t consultation.	E	E	E	R	R
te with ultural	E	E	E	R	R
regarding that can be	E	E	E	—	R
ts and students regarding t.	E	E	R	—	R
th parents sts and ary, to rent goals.	E	R	E	R	R
e skill in rents about rograms.	E	E	E	R	R
ormation	E	R	E	R	R

PARENT HELP

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inve Teac
10. Be able to develop appropriate policies regarding the sharing of student test results with parents.	R	R	R	
11. Be able to get parents involved in the guidance program and to help them recognize the value of community participation.	R	R	R	

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
appropriate the sharing sults with	R	R	R	—	R
ents involved ogram and to e the value cipation.	R	R	R	—	R

E - Essential
R - Recommended

LOCAL RESEARCH

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupa Inves Teach
1. Be able to use information obtained from follow-up evaluation in curriculum planning.	R	R	R	R
2. Be able to evaluate the curriculum and to suggest such changes as instruction in necessary skills for securing employment.	R	R	R	R
3. Be able to secure information necessary for evaluating the placement function of guidance services.	R	R	R	–
4. Be able to accept the concept of accountability within the guidance program.	R	R	R	–
5. Be able to design a system for effective evaluation of the guidance program.	R	R	R	–
6. Be able to write measurable objectives and establish an evaluation system for the guidance program.	R	R	R	–
7. Be able to plan and conduct a needs assessment.	R	R	R	–
8. Have the skills necessary to assessing the needs of a student body.	R	R	–	–

LOCAL RESEARCH

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
ation up evaluation g.	R	R	R	R	R
e curriculum hanges as ary skills t.	R	R	R	R	R
ormation ng the guidance	R	R	R	—	R
concept of the	R	R	R	—	R
stem for f the	R	R	R	—	R
rable sh an the	R	R	R	—	R
nduct a	R	R	R	—	R
ary to a student	R	R	—	—	R

LOCAL RESEARCH

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occu Inves Teac
9. Be able to design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students.	—	R	—	
10. Be able to recognize, record, and preserve valuable data for longitudinal studies.	R	R	R	
11. Be able to ascertain community opinion of the counseling program.	—	R	—	
12. Be able to use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.	—	—	—	
13. Have the skills necessary to construction of a profile of a student body.	—	—	—	
14. Be able to demonstrate a knowledge of and ability to apply a variety of research designs.	—	—	—	
15. Be able to use computer in data analysis.	—	—	—	

LOCAL RESEARCH

	Elementary Counselor	Secondary Counselor	Special Education Counselor	Occupational Investigation Teacher	Vocational Counselor
d implement ion system for c intervals h input from .	—	R	—	—	R
, record, e data for .	R	R	R	—	R
community eling program.	—	R	—	—	—
ys and research gencies in survey of ristics.	—	—	—	—	—
ssary to ofile of a	—	—	—	—	—
te a lity to apply h designs.	—	—	—	—	—
ter in data	—	—	—	—	—